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ABSTRACT

This teaching guide represents the 9th grade career guidance unit, one of a 5-part series of activity books for students in grades 8 through 12. Each unit is presented as a 2-week long program, with supplemental activities included to allow expansion to 4 weeks. Introductory suggestions to facilitators are provided, focusing on activity adaptation, timing, small group formats, activity style, and relevance. The materials in this unit concentrate on the elements of self awareness and decision making, and provide a statement of goals, career guidance components, subject area usage suggestions, and an overview of the 10 activity sessions. Each activity session is detailed in terms of its purpose, suggested group size, time requirements, materials, procedures, references, and sample worksheets. The appendix includes suggestions for supplemental activities, a media list, and a bibliography of secondary career guidance materials. (NRB)

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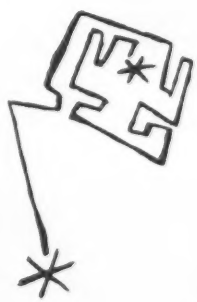

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SUGGESTIONS TO FACILITATORS

ADAPTING: A key factor in insuring program success is in keeping in mind the versatility of the activities being presented. Every activity can be adapted to any class, no matter what size or subject matter. Sections of one activity can be tied into sections of another in order to create outcomes that differ from those suggested here. If teachers feel the students don't need a particular activity or skill, omit and/or use a supplemental activity. Whenever possible, activities should be directly tied into the subject matter.

TIMING: Times suggested for each activity are estimates. Teachers should feel free to shorten, lengthen or modify activities to fit their particular situation and students' needs. Whenever the term class period is used, the activity should fit into a 45-55 minute time slot.

SMALL GROUPS: Whenever possible use small groups. This allows for greater student participation in a less threatening atmosphere and it also provides an opportunity for student leaders to emerge. Students can also be used as group facilitators.

STYLE: Use of these activities in any classroom serves as a highly motivating method to encourage student involvement and participation. The style of presentation and processing, rather than the exercise itself, is often the key to success. Teachers who are familiar with the activity before using it in the classroom will feel more confident and successful. The teacher or facilitator needs to model the activity by using himself or herself as an example. This gives students an understanding of the intent of the exercise and creates an atmosphere in which the students can come to terms with themselves, the school and the community. The participation of the career specialist or the school counselor might also be sought to implement the activity with the class.

RELEVANCE: It is critical that the students see the practicality and the relevance of these activities, so that school becomes a place where they are exposed to the realities of their life, their future and their community--particulary in terms of jobs. This association can be made more strongly by doing the following:

a) Summarizing each activity by asking students, "How does this activity relate to you and your future?" or "Why do you think we did this activity?"
b) Bringing community workers and employers into the classroom, as well as providing opportunities for the students to make contact with workers off campus.

The career guidance activities presented in this packet are a sample of those that can be successfully implemented in the classroom. It is crucial that the needs of students be the focal point of any activities used.

ELEMENTS OF CAREER EDUCATION	OUTCOMES OF CAREER EDUCATION	STUDENTS CONSIDERATIONS
SELF-AWARENESS	Achieve an increased awareness and understanding of interests, aptitudes, and responsibilitites as these relate to various careers.	What are my interests? What are my abilities? How do my interests and my abilities fit my career choice?
EDUCATIONAL AWARENESS CAREER AWARENESS	Deomonstrate increased interests and achievement in the educational program emphasizing communications and basic skill areas.	My favorite subject/class in school? My biggest success? How do I share these skills and successes with my community? How do I use my skills and success to meet my career goals?
ECONOMIC AWARENESS	Understanding the world of work and its impact on society.	How will my work affect my life? How will my lifestyle affect my work?
DECISION MAKING	Make decisions related to career areas being explored.	How do people affect my decisions? How does my knowledge affect my decisions? How do my beliefs, values, dreams affect my decisions? How do my decisions affect my life and work?
BEGINNING COMPETENCY EMPLOYABILTIY SKILLS	Possess career entry-level upon exiting from the formal educational program.	What do I need to get a job? How does what I learn get me a job?
APPRECIATION AND ATTITUDES	Developing an understanding and appreciation for the value of continual learning, the arts, and leisure qualities of life.	How do my attitudes affect what I learn? How do my attitudes affect what I like?

OVERVIEW OF CAREER GUIDANCE UNITS

FOR SECONDARY SCHOOLS

All units will be two weeks in length, but supplemental activities will be included to allow expansion of up to four weeks of involvement

These units were planned so that all eight elements would be covered during the four years of high school. Although we have focused strongly on several elements in each unit, most units touch on all.

Grade 8 EIGHTH GRADE CAREER GUIDANCE UNIT

Career Awareness, Educational Awareness, Self Awareness, and Decision Making.

Students will explore careers and plan for four year high school program based on a greater understanding of themselves and their goals.

Grade 9 DECISIONS!DECISIONS!

Self Awareness and Decision Making

Students will explore self, values and relationships. Students will understand the decision making process and goal setting.

Grade 10 CAREER EXPLORATION

Career Awareness and Educational Awareness

Students will become familiar with a wide variety of occupations and the educational and occupational stages of a career that interests them. Students will receive a brief introduction to the process of completing an application and interviewing for a job.

Grade 11 FINDING A JOB YOU LIKE

Beginning Competency, Employability Skills

Students will clarify their interests, abilities, and present skills and to develop expertise in presenting themselves and their skills to prospective employers.

Grade 12 FINDING A LIFE YOU LIKE

Economic Awareness, Appreciations and Attitudes, Career Awareness

Students will plan and prepare for their future by making connections between career choice and lifestyle and to understand the economic implications of that lifestyle.

*As these units are implemented it is essential that there is coordination with other curriculum areas so that the items being taught are reinforced in other areas (career guidance infusion). For example, math classes would make an effort to reinforce economic lessons taught in the 11th grade program.

9th GRADE UNIT

DECISION MAKING

UNIT GOALS: Students will learn steps in the decision making process and will apply that process to decisions currently facing them.

TARGET AUDIENCE: 9th Grade

CAREER GUIDANCE ELEMENTS: Self-Awareness, Decision-Making, Educational Awareness

SUGGESTED SUBJECT AREAS FOR INFUSION: English, Social Studies, Reading

OVERVIEW OF SESSIONS

Session 1 — Decision-Making Through Role-Play

Students will experience the decision making process in a non-threatening fashion by role-playing a decision typical for their age.

Session 2 — My Steps When Making a Decision (Part A)

Students will become aware of steps involved in making a decision.

Self-Assessment - Decision Making (Part B)

To see how students view themselves as decision-makers.

Session 3 — Who Are You? Can You Describe Yourself?

Students will check words and phrases that describe them and brainstorm jobs that relate to those qualities.

Sessions 4 and 5 — Collage of Self

Students will see themselves as having unique attributes, and will make a collage titled "ME"

Session 6 — Ten Things I'd Like To Do

Students will analyze their favorite activities to discover the things they value.

Session 7 — I Am Good At

Students will identify personal skills.
*Supplemental Activity: Trioing--Students will assist one another in identifying personal skills.

Session 8 — Have You Ever Wondered Whether School Subjects And Jobs Are Related?

Students will learn that education is a part of ongoing career development.

Session 9 — Origami Goal Setting

Students will play a game which demonstrates the importance of setting goals.

Session 10 — My Personal Plan of Action

Students will outline steps toward reaching a personal goal.

APPENDIX

Supplemental Activities

--Skills for Job Success
--List of Skills that can Relate to Many Jobs

Media List

Bibliography - Secondary Career Guidance Materials

SESSION 1

DECISION MAKING THROUGH ROLE-PLAY

PURPOSE: To increase student decision making skills through student selected situations.

GROUP SIZE: 10-30 students

TIME: 45-55 minutes

MATERIALS: 2 extra chairs, 2 pieces of paper with circle faces drawn on tape, 2 pieces of paper labeled "Temporary Member."

SOURCE: Reprinted by permission of A & W Publishers, Inc. from: VALUES EXPLORATION THROUGH ROLE PLAYING: PRACTICAL STRATEGIES FOR USE IN THE CLASSROOM by Rober C. Hawley. Copyright © 1975 by Hart Publishing Company, Inc.

PROCEDURE:

1. The classroom is arranged in a circle. The two open chairs are placed near the center, facing each other. The teacher designates one chair by a boy's name and the other chair by a girl's name. (Neither should be the name of a member of the class or of a person notorious in the school.)

2. The boys group around the boy chair and the girls group the girl chair. If numbers are highly uneven, this sex difference need not be observed, and half of the class may be grouped around each chair.

3. The group around the boy's chair brainstorms for five minutes all the decisions that a boy their age (as represented by the chair) might have to make during the next year of his life. The group around the girl's chair brainstorms decisions that a girl their age (as represented by the girl chair) might have to make during the next year.

4. After the brainstorming, the girl's list is read aloud to the whole class. The boy's group should listen very carefully so that they may add any idea that the girl's group missed. After the list has been read, any immediate suggestions for additional decisions are solicited from the boy's group and these are added to the girl's list. (This is not brainstorming--only those ideas that are presented immediately should be noted.) This process is repeated for the boy's list, with the girl's group being asked to make additions.

5. Now each group is asked to choose a decision of particular interest to that group. If the decision chosen is too general, a few minutes can be taken to brainstorm more specific sub-decisions from the original one. At this point, there can be a general discussion of the nature of the decision to be made, what kind of additional information may be helpful in making the decision, and how to obtain additional information.

6. Using the chosen decision, each group sets forth a situation where the decision is about to be confronted by two people (e.g., the boy has decided to drop out of school and he is about to tell his father.) Or, the situation may involve a decision confrontation by two alter egos within one person (e.g., the girl is deciding whether to spend the weekend with her boy friend and thereby lose her virginity - the two roles are her own self arguing for and against.)

7. The situations are role-played one at a time in the following manner: Three volunteers are chosen to play each role. They group themselves on the floor around the chair that represents the role they are playing. They face the other chair and the three other volunteers. The remainder of the class sits in chairs in one large circle around the two groups. A piece of paper marked "Temporary Member" is placed on the floor next to each group of volunteers (see diagram).

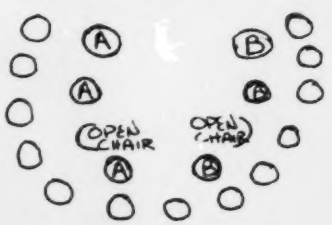
8. Now the role-play begins, with one of the teams initiating the confrontation with the other team. Any member of a team may speak out as the voice of the "Chair" and may be answered by any member of the opposite team. When there is indecision about what kind of response to make, the team may discuss their response among themselves before replying. This discussion should be open and loud so that all can hear. At any time, a member of the outside circle may come and sit on one of the "Temporary Member" papers and become a member of the team. No "Temporary Member" may stay on the team for more than three exchanges.

9. The role-play should be strictly limited to ten minutes. If it has become unproductive, the role-play may be terminated at the end of seven minutes. A role-play should be cut when the second-hand sweeps past the twelve, stopping the role-players in mid-sentence if necessary.

10. Each role-play is followed by a discussion of the issues raised, focusing on: What factors affect the decision; what additional information would be helpful in making the decision; what are possible alternative courses of action; what consequences are likely to result from the decision; and how to obtain help and guidance in making this kind of decision.

Note: The open chair is used to reduce the level of risk of surfacing real concern of students. Because it is the concern of a "boy their age" or a "girl their age", individual students do not have to "own" the concern. The use of teams to play each role reduces the "threat" of one individual being identified with the decisions which the role character is making. The "Temporary Member" place is used to keep the interest and involvement of the outside circle. Strict timing relieves the role players of the burden of trying to structure some kind of conclusion to the drama, a burden which generally diminishes the vitality and authenticity of the role-play. Finally, the position of the teacher emphasizes the neutrality of his/her role.

Class arrangement for Open-Chair Role-Play



SESSION 2, PART A

MY STEPS WHEN MAKING A DECISION

PURPOSE: To become familiar with the steps of decision making

GROUP SIZE: Regular class size

TIME: 15-20 minutes

MATERIALS: Handout and pencil

SOURCE: Cinthia Andine, Pima County Career Guidance Project

PROCEDURE:

Ask students to have in mind a decision they personally have made. Then complete the worksheet below. When completed, encourage some class discussion.

Prioritize the steps you went through in making your decisions today. Number 1 will show what you did first, number 2 will be what you did second and so on.

Read through the following list, then number according to the way you saw yourself making your decisions. It may not be necessary to use all of the statements below when numbering in order of preference.

A_____I spoke with others about the risks involved with certain decisions.

B_____I stated what was important to me.

C_____I waited to see what my friends would say.

D_____I was proud of my decision.

E_____I made sure I knew what was important to me.

F_____I sought out new information (I asked questions).

G_____I thought of ways that my decision could be attained.

H_____I recognized and defined what needed to be decided.

I_____I considered the pros and cons of each possibility.

J_____My decision was my own and not the decision of my friends.

K_____I checked out with myself the costs or risks involved in choosing what I thought was right.

L_____I was willing to be known as someone who would make the decision that I made.

M_____I examined the information I already had.

SESSION 2, PART B

SELF-ASSESSMENT: DECISION MAKING

PURPOSE: To investigate how a person views the decision making process.

GROUP SIZE: 3-30 students

TIME: 20 minutes

MATERIALS: Paper, pencils, five signs with words: strongly agree, agree, undecided, disagree, strongly disagree

SOURCE: Adapted from Mary Waits, Saguaro High School, Scottsdale, Arizona

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PROCEDURE:

Before doing the activity, have students brainstorm some of the decisions they have had to make recently. Or recall decisions discussed in a previous activity.

Have students fill out the self-assessment form. While they are working, place the signs along the chalk trough or along an imaginary line in the room to make a model continuum. When finished with the form, ask students to place selves along the continuum.

Example: For the first question, "How many students answered Strongly agree? Disagree? Undecided?" Now move to the spot on the continuum that matches your answer.

Ask a few students to volunteer reasons for their decisions. Go on to second question, and so on as time allows.

Time may permit an actual physical continuum for just a few of the questions such as numbers 1, 3, 5, and 8.

Name_____

SELF-ASSESSMENT: DECISION MAKING

Each of the following statements is related to how a person views decision making. Below each statement is a line to show a range of disagreement to agreement. Put an "X" over the X which most closely represents your point of view. The X represents the following:

1	2	3	4	5
strongly disagree	disagree	undecided	agree	strongly agree

1. I usually try to think of as many choices as possible for most decisions.

1	2	3	4	5

2. I usually understand why a decision needs to be made and how to make the most of that situation.

1	2	3	4	5

3. When I'm making a decision, it is important to consider how my decision may affect others.

1	2	3	4	5

4. I feel that I am usually successful in making decisions.

1	2	3	4	5

5. Good decision makers are risk takers.

1	2	3	4	5

6. I can tolerate making mistakes and dealing with uncertainty.

1	2	3	4	5

7. I enjoy analyzing problems and situations.

1	2	3	4	5

8. Other people can usually be of help in making decisions.

1	2	3	4	5

Mary Waits, Saguaro High School, Scottsdale, Arizona 85253. Tel: 602-949-6323

SESSION 3

WHO ARE YOU?
CAN YOU DESCRIBE YOURSELF?

PURPOSE: To have students become acquainted with themselves in relation to other people.

GROUP SIZE: 10-30 students

TIME: 50 minutes

MATERIALS: Attached checklist

SOURCE: Catalina High School Counseling Department, Tucson, Arizona

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PROCEDURE:

After the students have checked the words or phrases that describe themselves on the Who Are You? sheet, have the students total their marks in each section and then rank each section from highest to lowest number of marks.

Group the students according to their highest section and have the students brainstorm jobs related to that section.

WHO ARE YOU? CAN YOU DESCRIBE YOURSELF?

1. Read through the following list of words and phrases.
2. Check each word or phrase which you think describes you.

A

_____Concerned with what happens today
_____Likes to work with objects
_____Goes along with most rules
_____Quiet
_____Wants to do useful things
_____Lets others speak first
_____Does necessary things
_____Adapts to needs of situation
_____Orderly
_____Agreeable
_____Normal

B

_____Creative
_____Likes music, art, theatre, etc.
_____Uses imagination
_____Emotional
_____Expresses feelings easily
_____Not afraid to be different
_____Wishes things could be perfect
_____Does not go along with others
_____Impractical
_____Thinks up unusual ideas
_____Shows feelings through actions

C

_____Self-confident
_____Wants to get ahead in world
_____Energetic
_____Heard easily in a group
_____Can get others to go along with your ideas
_____Mixes easily with others
_____Sets goals for self
_____Gets self going on projects
_____Wants others to notice self

D

_____Intelligent
_____Studies things carefully before deciding
_____Sees both sides of decisions
_____Looks carefully for reasons
_____Logical
_____Thinks quietly about own opinions
_____Accepts change slowly
_____Does sensible things
_____Good study habits
_____Likes working with numbers and information

E

_____Worried about others' feelings
_____Wants to please others
_____Friendly
_____Talks easily to others
_____Listened to by others
_____Does not say things that might hurt others
_____Easy to get along with
_____Likes to help others
_____Wants to be liked
_____Not afraid of meeting new people

F

_____Goes along with others' ideas
_____Efficient
_____Organized
_____Likes to do things in same way
_____Willing to follow others
_____Likes to know what will happen next
_____Follows rules
_____Doesn't like change
_____Makes lists of things to do
_____Remembers things

SESSION 4 AND 5

SELF-PORTRAIT

PURPOSE:	Students will illustrate their unique interests and concerns through a collage activity.
GROUP SIZE:	10-30 students
TIME:	Flexible. Two class periods if done completely in class.
MATERIALS:	30 pieces of large construction paper, scissors for every student, glue, magazines for pictures, and other small collage items as desired -- cotton balls, leaves, dried flowers, etc.

PROCEDURE:

Make a silhouette of each student on large construction paper. Teacher may do all the silhouettes, or students may trace them for one another.

Use a strong light such as that from an opaque projector. Place student midway between paper, which is taped to the wall, and the light. A distance of two feet usually works well, but experiment until the right size silhouette is obtained. Then draw in pencil around the student's profile. Have students cut out the forms. Have one student do the teacher's silhouette as well.

Students may then proceed to decorate the self-portraits with pictures from magazines and other items. Items chosen should be meaningful in some way. They might demonstrate an interest or a hobby, or a future dream. Teacher could illustrate with a sample collage.

When collages are finished, display on the wall. Give students an opportunity to walk around to admire one another's work. Then ask students to stand by their work of art, or to hold it up in front of classmates, and share reasons for the items chosen. Example: "I put this on because I really enjoy swimming, and this because I would like to look like that some day".

The activity should be done with much encouragement and mutual respect. The teacher sets the tone by sharing his/her collage. Students will then follow suit.

The activity should help students see themselves as unique persons, and recognize others as unique persons.

SESSION 6

10 THINGS I LIKE TO DO

PURPOSE: The student will understand that he/she is a growing and developing person.

GROUP SIZE: 10-30 students

TIME: 45 minutes

MATERIALS: Attached grid sheet

PROCEDURE:

To the teacher - This is an activity to help you focus on what you do as an expression of what you value. Students should use the following chart for this activity.

1. List ten home or school activities that you would like to do this year.
2. Next to each activity list an A if you would like to do this activity alone, and a P if you would like to do it with other people.
3. Put a $ sign next to every activity that requires money.
4. Put a 5 next to every activity you would not have wanted to do five years ago.
5. Put an * next to your five favorite activities.
6. Put the date next to the last time you did these activities.

After students complete this activity, you may want them to discuss some of the following:

- Put any thoughts you have about this exercise into "I learned" statements.
- How do you feel about any inconsistencies in your actions?
- Have you friends or activities changed within the last five years?
- How many of your activities involve money?
- How do your interestes differ from those of your parents? How are they similar?
- What do your activities tell you about your values?
- If you wish, share insights with the entire group by completing "I learned" statements that originated from doing this exercise.

10 THINGS I LIKE TO DO

TEN THINGS YOU LIKE TO DO	P	A	$	5	*	DATE
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

SESSION 6 SUPPLEMENT

VALUE VOTING

PURPOSE: To aid teacher in getting a sense of the range in values held by the class and to discover areas of agreement and disagreement.

GROUP SIZE: 10-30 students

TIME: Variable - (15-40 minutes)

MATERIALS: Tape, and four small posters - each with one of the following: strongly agree, agree, disagree, strongly disagree

SOURCE: Adapted from S.T.E.R.E.O., Arizona State Department of Education

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PROCEDURE:

Signs are posted across front of room, in order shown above, allowing plenty of space for participants to stand across front of room. Teacher reads a value statement and asks that each person respond by placing themselves somewhere between "strongly agree" and "strongly disagree" at front of room. (With a large group, some students may choose not to participate by standing but by remaining seated and observing the activity.)

Variation:

Teacher reads the statement. Students vote thumbs up or thumbs down raising hands but without leaving their seats.

VALUE VOTING

1. A woman's place is in the home.
2. Men should not do housework.
3. I would vote for a woman President if she were the best candidate.
4. Men should not cry.
5. A boy's education is more important than a girl's.
6. Boys and girls should be brought up in the same way.
7. Men like women who are followers, not leaders.
8. Certain jobs are men's jobs and certain jobs are women's jobs.
9. It's a man's responsibility to take care of his wife and children.
10. It's a woman's responsibility to take time off from her job to raise children.
11. Most women get married and quit work.
12. My school channels girls and boys into traditional course choices.
13. My school channels girls and boys into traditional career choices.
14. A woman can do most everything on the job that a man can do.
15. A man can do most everything on the job that a woman can do.
16. Whether a woman works outside the home or not, she is responsible for housework.
17. It's important to me that I know I'm able to support myself (and my children).
18. All jobs should be open to both women and men.
19. The classes I take in school are very important to my career choice.
20. All girls should take home economics and all boys should take auto mechanics.
21. When choosing a career, the salary I will make is an important factor to consider.
22. Teachers are very influential in students' class choices.
23. I would consider taking a class that isn't traditional for my sex.
24. I would consider taking a job that isn't traditional for my sex.
25. My parents would like me to consider a class that isn't traditional for my sex.

SESSION 7

I AM GOOD AT

PURPOSE: To identify personal skills

GROUP SIZE: 10-30 students

TIME: 45 minutes

MATERIALS: Paper and pencil

SOURCE: Arlene Morris Center for Individual Development, Seattle, Washington.

PROCEDURE:

Have students underline appropriate skill verbs. After these verbs are underlined have students copy underlined verbs in vertical lists and add verbs which express other things they know they can do. After the verbs, add a person, things, or data words. As an addition to this, students could divide into trios and share 2 or 3 sentences with two other students.

I AM GOOD AT

REMEMBER: A skill is something you can do.

Some skill verbs: I am good at: (underline appropriate words) (add more of your own)

writing	defining	researching
analyzing	organizing	evaluating
designing	planning	programming
directing	initiating	coordinating
delegating	developing	implementing
enlisting	leading	recruiting
persuading	administering	counseling
training	managing	educating
reconciling	encouraging	negotiating
bookkeeping	promoting	budgeting
reporting	motivating	summarizing
advocating	trouble-shooting	fund-raisers
lobbying	communicating	public speaking

_____ _____ _____

_____ _____ _____

_____ _____ _____

When a person does these things, they must do it to something: to a person, to a thing, or to some data.

Copy underlined words in a vertical list, add any verbs which express other things you know you can do, then try to add person, things, or data words.

I am good at writing research reports, committee minutes.
I am good at educating very young children.

_____

_____

_____

_____

_____

_____

_____

_____

_____

From: Arlene Morris Center for Individual Development, Seattle, Washington

SESSION 8

HAVE YOU EVER WONDERED WHETHER SCHOOL SUBJECTS & JOBS ARE RELATED?

PURPOSE: The student will recognize that educational experiences are a part of career development.

GROUP SIZE: 10-30 students

TIME: 45 minutes

MATERIALS: Attached paper, magic markers, and newspaper print

SOURCE: Claire Tidwell, Tucson Unified School District, 1976.

PROCEDURE:

Demonstrate instructions on board using subject area class is participating in at that time. After demonstration of instructions, divide class into groups according to school departments. Have each group brainstorm jobs, related to that subject area and write a phrase describing how the subject is used in each job. List a school activity next to the job and list skills or experiences from that school activity relative to that job.

HAVE YOU EVER WONDERED WHETHER
SCHOOL SUBJECTS & JOBS ARE RELATED?

In the first column, list the subjects you are now taking in school. In the middle column you will list the jobs that subject area can be used in. Try to list as many as you can for each subject area. Write a sentence on the third column describing how the subject is used in the jobs you listed.

SCHOOL SUBJECT:	RELATED JOBS:	HOW THE SUBJECT IS USED IN JOB:

Adapted from material by Claire Tidwell, Fickett Junior High School, Tucson, Arizona, 1976.

SESSION 9

ORIGAMI-GOAL SETTING

PURPOSE: 1) To help students examine several of their motives and the values that day behind them. 2) To help students explore their goal setting behavior and learn to set realistic goals.

GROUP SIZE: 10-30 students

TIME: 25 minutes

MATERIALS: Scrap paper of uniform square size (at least 20½ sheets per person)

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PROCEDURE:

Introduce the strategy by telling students that you want them to examine their goal-setting ability by playing a paper-folding game called Origami. Their task will be to see how many pieces of paper they can fold in five minutes. Explain that the game will be played in several rounds and that you will give the instructions for each round.

Round One: Provide students with scrap paper of a uniform size. The first round is a trial round in which they will be given thirty seconds to see how many pieces of paper each student can fold by himself. Each piece of paper is to be folded twice. The first fold should make the piece half its size; the second fold should make it half again its size. For each round, including the trial round, the following rules apply: 1) Start the round with the paper in a uniform stack. 2) Fold each sheet individually. 3) Each sheet must be folded so that no more than one quarter of an inch overlaps on any side. If so, the sheet will be discarded and will not count. 4) At the signal for the end of the round, everyone must stop immediately. Partly folded sheets do not count.

Start the round and stop it after thirty seconds. Have students total the number of sheets they folded according to the rules. Find out what the high and low numbers were. Put these on a chalkboard with all the numbers in between. Then, get a show of hands for each number and write the number of students who completed that number of sheets beside it.

Round Two: Before beginning this round, explain the scoring procedures. Each student is to make a bid or estimate of how many sheets he or she can complete in five minutes. If the student actually completes what he bids, he gets that number of points. Anything over his bid is not counted. If the student does not make his points, he gets zero points.

Students are to place their estimates on a sheet of paper with their name and turn it in to you. Then, they are to select the number of sheets of paper that they bid plus a few extras in case they wish to discard some misfolded sheets during the round.

Start the round and stop it exactly five minutes later. Students are then to pair up and count each other's folded sheets, discarding any that do not meet the specifications. Each student should then compare his total number folded with his bid to get his score. He should record his score himself. This is his own private information and doesn't have to be shared unless he wants to. Then have students report to you the actual number they folded. Again, find out the low and high numbers and place these and all the numbers in between on the chalkboard. Get a show of hands for each and record it as in Round One.

Before starting the next round, have students form trios or small groups and process the round by discussing the following questions:

1) Based on the previous round, did you set a goal which was:
   _____a. So low you were sure to make it?
   _____b. Somewhat lower than what you thought you could make?
   _____c. Exactly what you thought you could make?
   _____d. Just enough higher to provide a challenge?
   _____e. Considerably higher than you thought you could make?
2) Did other people's score affect the number that you bid? If so, in what ways?
3) What were your feelings during each round? What do you feel now?
4) If you had to rank your motives during this round, what would your ranking be?
   _____a. I was doing it for the fun of the game.
   _____b. I was doing it to win (beat others).
   _____c. I was doing it to see if I could achieve my goal.
   _____d. Other _____

Round Three: Have students complete this round using the same procedures as in the second round. However, during the processing phase, add the following questions:

1) Did you set a more realistic goal for this round than for the previous round?
2) Is your goal setting behavior in this game characteristic of your goal setting behavior in general? In what ways is it the same? In what ways is it different? What could you do to become more effective at goal setting?

Round Four: Have students form teams of five to seven members each. Each team is to make a bid as to how many sheets they think they can fold collectively, as a team, in five minutes. The same rules and procedures as in previous rounds apply. During the processing phase, use the following questions:

1) How did the team arrive at its goal? Majority vote? Consensus? Group average? Other?
2) What was the team motive during this round?
   a. To have fun together
   b. To win (beat the other teams).
   c. To achieve the team goal.
3) What happened during the bidding and playing? Who did what? Who were the leaders? What things helped the group? What things hindered the group?
4) How do the group members feel about the team's results?

SESSION 10

MY PERSONAL PLAN OF ACTION

PURPOSE: To teach students the steps and skills involved in action planning and goal achievement.

GROUP SIZE: 10-30 students

TIME: One class period

MATERIALS: Attached Worksheet #1

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PROCEDURE:

Introduce the strategy by discussing with students some of the things that can keep people from reaching their goals. Use a concrete example which students can relate to. Then explain that you want to teach them how to plan so that they will avoid such pitfalls.

Give students a copy of Worksheet No. 1. Their task is to complete the worksheet either in class or as homework. Explain that the goal they set should be something they really want to achieve. It can be personal, school-related, family-related, or job-related, but it should be something that they can hope to accomplish in the reasonably near future.

When they have completed the worksheet, divide them into pairs or trios and have them share and try to strengthen each other's action plans.

Note: Worksheet No. 2 should be given out as students who have implemented their plan of action either achieve or fail to achieve their goals. One week or one month later, a straw vote could be taken to see which students achieved, and which failed to achieve their stated goal.

WORKSHEET NO. 1

1. I want to achieve the following goal: _____

_____

2. What could keep me from reaching this goal?
_____I don't really have the skills, ability, and/or knowledge needed.
_____I don't want it badly enough to really work for it.
_____I'm afraid that I might fail.
_____I'm afraid of what others might think.
_____Others don't want me to reach this goal.
_____The goal is really too difficult to ever accomplish.
Some other reasons might be: _____

3. What are some things I could do so the above things don't prevent me from reaching my goal?

4. Who can help me? Name Kind of Help

_____ _____

_____ _____

5. What are my chances for success?

_____Very good
_____Good
_____Fair
_____Poor
_____Very Poor

Why do I feel this way?
_____

_____

_____

6. What are some of the good things that might happen if I reach this goal?

_____

_____

7. What are some of the bad things that might happen if I reach this goal?

_____

_____

8. What are the chances that the bad things could happen if I reached the goal?

_____Very high
_____High
_____50/50
_____Low
_____Very low

What could be done to reduce the odds?
_____

_____

9. Do I still want to try to reach this goal?

_____yes
_____no
_____still undecided

10. What are some first steps I could take to reach this goal?

_____

11. What else must I do if I am really to succeed?

_____

_____

12. Am I going to take the above steps?

_____yes
_____no
_____still undecided

13. If my answer to No. 12 is yes, I make the following self-contract:

SELF-CONTRACT

I, _____, have decided to try to achieve the goal of _____. The first step I will take to reach this goal will be to _____ by _____. My target date for reaching the goal is _____.

Date_____Signed_____

(Witnessed by) _____

WORKSHEET NO. 2

1. My plan of action:

   _____Worked very well, since I reached my goal.

   _____Worked somewhat, since I nearly or partially reached my goal.

   _____Did not work, since I failed to achieve my goal.

2. How do I feel about succeeding/failing?

   _____

   _____

   _____

3. I think the following thing(s) contributed to my success/failure:

   _____

   _____

   _____

4. If I were to do it again, I would do the following things differently:

   _____

   _____

   _____

Supplemental Activity

Skills for Job Success

PURPOSE: To identify personal skills

GROUP SIZE: 3-30 students

TIME: 30-60 minutes

MATERIALS: Paper and pencil

PROCEDURE:

1. Preplanning: At the beginning of the class or the day before (as an assigned task) ask the students to write an essay on one thing they have accomplished over the last five years. They may think of it in terms of their most enjoyable experience. Be sure to include all relevant details in this experience.

2. Begin the class by explaining that the purpose of this exercise is:

   A. to identify skills

   B. to gain self-confidence

   C. to be able to use this information in career planning and obtaining employment.

3. Break the class into groups of three (trios). Pass out skills list. Have one member of each group begin by reading his/her experience. Using the skills list, have the other two members write down the skills that were reflected in the narrator's experience. They share these skills with the narrator. The narrator then owns these skills by repeating them back, adding any he feels may have been left out.

4. The process is repeated until each member has read his experience.

<u>To The Teacher</u>:

This activity is most effective when the facilitator models it for the entire class.

LIST OF SKILLS THAT CAN RELATE TO MANY JOBS

Building, assembling, making

Operating tools, machinery, other

Repairing

Following detailed instructions

Good memory

Athletic ability

Collecting information

Estimating costs or other...

Gaining trust

Debating

Taking care of

Selling

Motivating

Speaking

Organizing

Singing, acting, dancing

Leading

Planning

Reading

Reaching

Helping

Understanding

Teaming

Writing, drawing, playing an instrume

Observing

Typing

Implementing

Developing

Administering

Directing

Telephoning

Typing or filing

Writing

Gardening

Designing

Making decisions

Training

Evaluating

Managing

Inventing

Drawing

Writing stories

Observing people or things

Operating vehicles

Correlating

RELATED CAREER GUIDANCE MEDIA
FOR
SELF AWARENESS & DECISION MAKING
EDUCATIONAL AWARENESS

A Day in the Life of Bonnie Consolo

Crossroads

Deciding for Myself

Decision Making for Career Development Role-Playing Program

Exploring Careers

Guidance for the 70's: Self Esteem

High School, U.S.A.

It's Up to You

Leo Beurman

Phone Call

To Climb a Mountain

Values

What Is Science?

Coping with Competition

Coping with Jealousy

Dealing With Group Pressure

Seeking Independence

Why Work at All

Media is usually an integral part of a unit such as this. This unit was developed without dependency on media so a teacher would be able to present concepts completely dureing the 10 sessions even if no media was available. The media.can be used to supplement and enhance the concepts.

This is a list of media available for Pima County Schools serviced by the Career Guidance Project. Check your school or district's resources for materials available from them. This is not a complete list of media available on this subject.

SUPPLEMENTAL MATERIALS

Decision Making Books and Stories:

Buck, Pearl, The Good Earth

Clark, W., The Ox-Bow Incident

Crane, Stephen, The Red Badge of Courage

Henry, O., "The Gift of the Magi"

Juster, Norton, The Phantom Tollbooth

Steinbeck, John, The Pearl

The Red Pony

SECONDARY CAREER GUIDANCE MATERIALS

DECIDING: A LEADER'S GUIDE
(College Entrance Examination Board)

DECIDING FOR MYSELF
(Winston Press)

DECISION MAKING FOR CAREER DEVELOPMENT/ROLE PLAYING PROGRAM
(Science Research Associates)

ECONOMICS FOR YOUNG AMERICANS
(Chamber of Commerce of the United States)

HAPPY BIRTHDAY TO U.S.
(Addison-Wesley)

HOG DOG FILMS
(Films Incorporated)

HUMAN VALUES IN THE CLASSROOM
(Hart)

100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM
(Prentice Hall)

JOB SURVIVAL SKILLS KIT
(Singer)

LIFE SKILLS: FILLING OUT FORMS AND FOLLOWING DIRECTIONS
(The Center for Humanities, Inc.)

MATH APPLICATIONS KIT
(Science Research Associates)

METMAK
(Science Research Associates)

MOVE (MANAGING OUR VOCATIONAL EXPLORATIONS)
(Arizona Division of Vocational Education, Arizona Department of Education)

PERSONALIZING EDUCATION--VALUES CLARIFICATION AND BEYOND
(Hart)

STRUCTURED EXPERIENCES I-VI by Pfeiffer and Jones
(University Press)

VALUES
(Xerox Corporation)

VALUES CLARIFICATION
(Hart)

VALUES CLARIFICATION THROUGH SUBJECT MATTER
(Hart)

WHAT COLOR IS YOUR PARACHUTE
(Ten Speed Press)